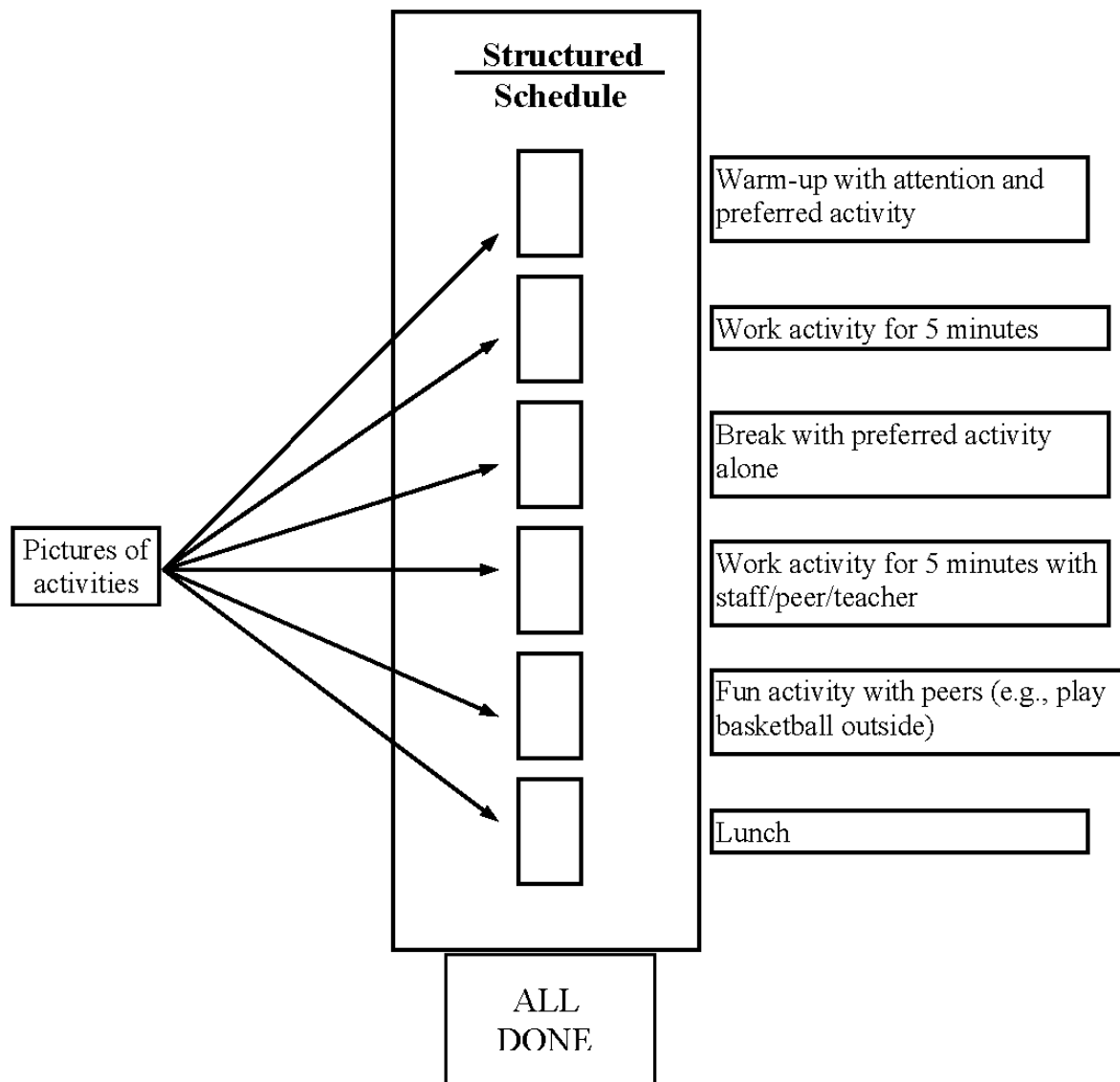


Setting up a Structured Picture Schedule

This schedule is a proactive approach to behavior management.

Below is an **example** of a picture schedule:



MATERIALS NEEDED:

1. Pairs of pictures of activities (one for the schedule and the other to be placed next to the activity)
2. An "all done" box/envelope where ____ can put the pictures of activities when completed.
3. A timer
4. A pair of transition cards (e.g., picture of the schedule, laminated piece of colored construction paper).

PROCEDURE:

1. Identify a specific time of day to practice using the picture schedule. This should not be the most problematic time of the day because it may be more difficult for learning to occur at that time. Choose a time that is easy to remember (e.g., 1 hour before lunch).
2. Identify at least 4 different activities to schedule during the 1-hour practice session. These activities should be both play and work tasks. The activity list should include some activities that are done alone (e.g., playing Nintendo) and other activities that are done with others (e.g., playing basketball or cards). Activities that include adults should be scheduled after the activities that the individual does alone. By scheduling the activities in this way, the individual receives adult attention only after playing alone for a brief period of time.
3. Choose preferred activities with the help of the individual, it is helpful to for the person to be involved throughout. These activities can then be used as rewards during the scheduled practice session. Set up the schedule using pictures of work and play activities. We recommend using Polaroid pictures for the picture schedule. Each picture on the schedule should have a matching picture. The second picture should be placed next to the activity.
4. Choose a specific place to create the schedule. A left to right or top to bottom format is best.
5. Choose a specific cue or transition card to signal that it is time for the person to check the schedule. It might help if this cue is different from the pictures on the schedule (e.g., a laminated square of colored construction paper).
6. Ask the person to place the transition card in the "done" box and pick up the first picture on the schedule. Ask him/her to take the picture to the activity and begin the activity. These activities should be different with respect to time and quantity. That is the tasks should last different lengths of time and include different amounts of work or play. A timer can be used when possible.
7. When the individual is finished with one activity, he/she should follow the same steps (described in #6) to start the next activity.
8. If the person displays problematic behavior during a transition or during an activity, minimize all attention provided for the behavior and redirect the individual to finish the activity or return to the schedule.
9. It is important to schedule highly preferred activities immediately after less preferred activities. At first, it may be necessary to provide the individual with more frequent access to preferred activities and to make "play alone" times short (e.g., 5 minutes).
10. This schedule can be modified to include different work and break activities during the individual's day.

General Information on the TEACCH Program

- The TEACCH program organizes the individual's physical environment, develops picture schedules (see above) and work systems, makes expectations and directions clear and explicit, and uses visual materials. To obtain more information on the TEACCH program, consult your local Area Education Agency or obtain information from the TEACCH website at The University of North Carolina at <http://www.teacch.com>.
- A goal for using the program with an individual is to incorporate more visual aids (e.g., Polaroid pictures of the person engaging in activities and/or written words) in the individual's daily schedule at school and at home. The goal is for these visual cues to provide additional structure and organization in order to help the individual understand what is expected of him/her.